AGENDA
SPECIAL EDUCATION ADVISORY
COMMITTEE

FEB. 19, 1997 ...

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

SPECIAL MEETING

1997 02 06

TO THE CHAIRMAN AND MEMBERS
SPECIAL EDUCATION ADVISORY COMMITTEE
(Mrs. Kappheim; Trustees Bishop, Patenaude, Stewart and Mulholland; Mesdames Batey, Bramberger, Burns, Dalziel, Kerr Jaskiewicz, Oommen, Savelli and Simms-Obidi; Messrs. Bucsis, Must and Shields.)

Ladies and Gentlemen:

A meeting of the Special Education Advisory Committee has been scheduled for **Wednesday, 1997 02 19 at 19:00 hours. in the Lower Auditorium, at the Education Centre.**

An Agenda is attached.

Your attendance is requested.

Yours truly,

R. Mellar
for M. Matier
Director of Education
and Secretary

rt

Encls.

Notice to all Trustees and Representatives

SPECIAL EDUCATION ADVISORY COMMITTEE
MEMBERSHIP 1996-1997

Chairman of S.E.A.C.
Kappheim, Arlene

Elected Officials of the Board
Bishop, Judith
Patenaude, Marie
Stewart, Robert
Mulholland, Ray

MEMBERS OF LOCAL ASSOCIATIONS/ORGANIZATIONS

Kappheim, Arlene
Association for Bright Children
H: 385-3839

Savelli, Arlene
Children & Adults with Attention Deficit Disorders
H: 574-0306

Burns, Linda
Hamilton Council for Home and School Associations
H: 547-2063

Dalziel, Nalda
Hamilton & District Society for Disabled Children
B: 521-2100 Ext 7416
H: 522-5413

Simms-Obidi, Theresa
Autism Ontario Ham-Went. Chapter
H: 545-9643

Oommen, Frances
Down Syndrome Association
H: 383-4779
B: 523-8600 Ext 311

Kerr Jaskiewicz, Vicky
Hamilton & District Easter Seals Parent Delegate Group
H: 383-4188

Bucsis, David
Learning Disabilities Association, H-W Chapt.
B: 546-3866

Cdn. National Institute for the Blind

Shields, Bryan
Hamilton Association for Community Living
B: 528-0281
H: 385-1485

ADDITIONAL MEMBERS OF S.E.A.C.:

Verticchio, Dominic
H-W Children's Aid Society
B: 522-1121 Ext 294

Sandy Batey
H-W Communication Collective
H: 575 4259

Bramberger, Sue
H-W Home Care Program
B: 523-8600 Ext 360

Must, Thomas
Ontario Association for Families of Children with Communication Disorders
H: 529-7845

Ontario Psychological Association

COMMUNITY RESOURCE PERSON(S):

Chedoke-McMaster Hospitals
521-2100

BOARD OFFICIALS AND REPRESENTATIVES

Bond, Elizabeth
Superintendent. of Program
B: 527-5092 Ext 2502

Teodoro, Chit
Recording Secretary - Minute Room
527-5092 [Ext. 2273 / 2274]

Tomlinson, Dr. Janice
Project Team Leader - Special Education
B: 527-5092 Ext. 2340

Hutchinson, Pat
Ham Teachers' Fed.

Collins, Eileen
Ham Principals' Assoc

O'Brien, Susan
Ham Sec School Principals' Council

A G E N D A
SPECIAL EDUCATION ADVISORY COMMITTEE
1997 02 19

Location: LOWER AUDITORIUM

7:00 - 7:10 p.m.	Remarks	- Chairman - Project Team Leader - Special Education - Superintendent of Program

GENERAL

7:10 - 7:20 p.m.	Presentation - Association for Bright Children	A. Kappheim
7:20 - 8:00 p.m.	Organizational Updates	Members
8:00 - 8:10 p.m.	Break	
8:10 - 8:50 p.m.	Presentation: Special Education Review **Pages 1 to 28**	Dr. M. Bountrogianni/ D. Vella/C. Wilkinson
8:50 - 9:00 p.m.	Agenda Review/Planning	A. Kappheim

IF YOU ARE UNABLE TO ATTEND, PLEASE CONTACT
THE MINUTE ROOM AS EARLY AS POSSIBLE - 527-5092 EXT. 2273/2274

- - - - - - - - - - - - - - - - -

NEXT MEETING DATE: WEDNESDAY, MARCH 19, 1997

Date: 1997 01 09

To: Chairman and Members
Program Committee

From: Elizabeth Bond, Superintendent of Program

Re: Progress Report on The Revision of Special Education Programs

Report: Information

Background

At the Program Committee meeting of 1996 01 16, the following recommendation was approved:

> "that the proposal for the evaluation of Special Education programs be approved and that a progress report be brought back to the Program Committee in January, 1997". (Appendix I)

In order to address this recommendation, during the summer of 1996, members of the Psychological Services Department, Connie Kidd and Learning Resource Teachers undertook the following projects:

COMPONENT 1: REVIEW OF STUDENT PROFILES

Facet 1: Review of the demographic characteristics of the sample of students referred for assessment and entered into the Psychological Services database;

Facet 2: Review of the descriptive data regarding the intellectual, academic, and/or behavioural characteristics of the students presented to an Identification, Placement and Review Committee process;

Facet 3: Review of the descriptive data regarding the intellectual, academic and behavioural characteristics of exceptional students and their placements;

Facet 4: Review of the changes in exceptionality and/or placement decisions to determine if the previous trend of little movement has continued since the 1991 review.

COMPONENT 2: REVIEW OF SPECIAL EDUCATION PROGRAMMING

Facet 1: Review of student outcomes in secondary school;

Facet 2: Examination of factors that mediate success for exceptional students.

The data source for the current investigation was the incorporation of the Psychological Services' Database and the Special Education Student Information System.

Psychoeducational Consultants Joseph Trovato, Doreen Vella and Cynthia Wilkinson, under the supervision of the Chief Psychologist, Dr. Marie Bountrogianni, were responsible for compiling, analyzing and interpreting the data in Component 1, Facets 1 - 4 and Component 2, Facet 1.

Connie Kidd, Program Research, Resource Teachers Leah Schwenger, Steve Staois and Katherine Yantzi participated in the development of Component 2, Facet 2 of the review of Special Education programs.

Issue:

To share information with trustees in the form of a progress report regarding the review of student profiles and special education programming.

Recommendations:

1. That the Progress Report of the Review of Special Education Programs be received for information.
2. That a Report on the Factors which Mediate Success for Exceptional Students be brought back to the Program Committee in January 1998.

Rationale:

Outlined in Appendices I and II

APPENDIX I

PROPOSAL FOR THE EVALUATION OF SPECIAL EDUCATION PROGRAMS

1. On the basis of data generated by Psychological Services in 1991, there was very little movement in terms of Special Education identification and placement. At that time, Psychological Services found that the designation of exceptionality, whether from one exceptionality to another or whether it was from exceptional to non-exceptional, was seen to change in less than 1% of cases. In terms of placement, there was change from self-contained to regular class or from regular class to self-contained in only 9% of cases. The stability of the data relative to the percentage of students in regular classroom programs already reviewed in this paper would also seem to be further evidence of the very little movement in our Special Education system. Further investigation will hopefully clarify the movement that has been seen is in the direction of more self-contained education, contrary to the norm for the province.

   Proposed Evaluation Component: **It is proposed that these data be reviewed and updated to the current school year to determine if this trend of little movement has indeed continued since our 1991 review.**

2. One would assume that if students are appropriately and consistently identified and placed in programs based on the specificity of their intellectual, academic and behavioural characteristics and that our Special Education programs are effectively designed to impact on these characteristics in a significantly positive way, then one would further assume that there might be significant progress relative to the specific characteristics. Therefore, if BE students are identified and placed on the basis of their delayed behavioural characteristics, then there should be significantly positive growth in these characteristics. Similarly, if an SLD student is identified and placed on the basis of delayed academic skills, then there should be significantly positive growth in academic skills.

   Proposed Evaluation Component: **It is proposed that the differences in profiles be measured on the basis of test/retest data available in the Psychological Services' database. A first run on this database indicates that there are approximately 36 test/retest cases for a non-exceptional group, 44 for a BE group, 341 for an SLD group, 64 for a GLD and 53 for Speech and Language.**

   It is proposed that comparisons of the non-exceptional group to the exceptional group and comparisons of the relative progress of the self-contained exceptional group to the regular class exceptional group between and within each category of exceptionality be made.

3. In terms of the specific criteria for integration into regular classrooms, this would include the needs of the accepting regular class educator, peers and parents. It would be interesting to know what the flow is between self-contained to regular class and regular class back to self-contained (a recidivism rate, if you will). A specific analysis of these situations may help clarify any critical components such as training for regular educators, awareness and training for parents and receiving peers and/or special services support systems that may be absent but necessary for successful reintegration.

<u>Proposed Evaluation Component</u>: **It is proposed that the recidivism rate for exceptional students be examined and reasons explored for exceptional students not remaining in the regular stream, thereby identifying any shortfalls in service to exceptional as well as regular stream students.**

4. The last component that needs to be evaluated on an ongoing basis relates to whether there are differences for each group of exceptional students on the basis of outcomes in secondary school.

<u>Proposed Evaluation Component</u>: **It is proposed that secondary school outcomes for exceptional students as compared to regular class students and the differences between each of the various exceptionalities and between regular and self-contained placements continue to be examined.**

Appendix II

PROGRESS REPORT ON THE REVIEW OF SPECIAL EDUCATION PROGRAMS

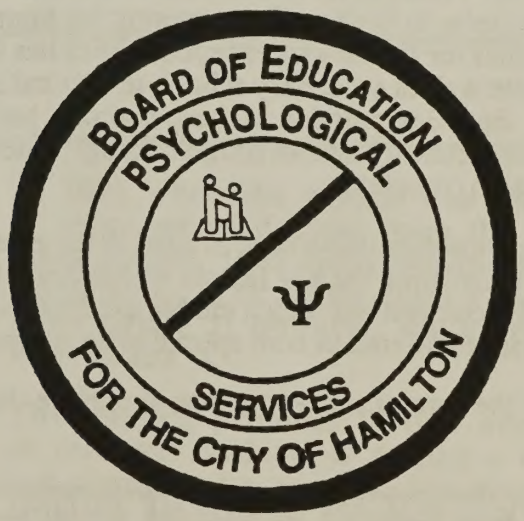
Joe Trovato, Doreen Vella and Cynthia Wilkinson
Psychological Services, Program Department
Dr. Marie Bountrogianni, Chief Psychologist

and

Connie Kidd, Program Research

and

Leah Schwenger, Steve Staios and Katherine Yantzi
Learning Resource Teachers, Lower City



1996 Summer Writing Team
Psychological Services
The Board Of Education For The City Of Hamilton

CONTENT:

With special thanks to:
Psychological Services; in particular,
Karen Accardo, Office Assistant and Gale Milovanov, Secretary
Special Education Services; in particular,
Dr. Janice Tomlinson, Supervisor and Marie Brown, Secretary
Technical Services; in particular, Colleen Hycz, Supervisor

GLOSSARY:				
	NE	Non-Exceptional (referral for testing, but not deemed Exceptional)		
	SC	Special Class	BE	Behavioural Exceptionality
	RC	Regular Class	SLD	Specific Learning Disablity
	MU	Multiple Exceptionality	GLD	General Learning Disability
	S&L	Speech and Language		

INTRODUCTION

Given the rise in the need for Special Education services in the last several years in conjunction with the rising costs of these services, the match or mismatch of student needs with these services has become a topic of considerable discussion in the field of education. Despite this apparent great debate, surprisingly very little has been documented about the intellectual, academic and/or behavioural aspects of these students that lead to the overall need to receive these increasingly costly Special Education services. Over the last seven to eight school years, Psychological Services, in collaboration with the Special Education Department, has endeavoured to obtain this very important and needed information.

To date, this accumulating information has been quite helpful in clarifying the profile of students most in need of Special Education services and resources. Further, mounting evidence seems to be suggesting that this information has been quite helpful in matching these students with available Special Education services and resources. Once matched, very little is known regarding the cost effectiveness of Special Education programming which has been offered to meet the needs of these selected students. Previous research conducted in the Hamilton Board of Education by Psychological Services (refer to Writing Team reports for Summer 1992, 1993, 1994 and 1995) has revealed that outcomes for the various exceptionalities has been inconsistent. Whereas SLD students have faired quite well in secondary school, in fact indistinguishable from the normal population of students, the BE population in sharp contrast, has had significant difficulty with respect to their match to secondary school programming. Indeed, one of two BE students end up dropping out of the system completely.

Findings to date, however, have been limited to the extent that they do not provide information necessary to isolating the key factors which mediate success. Specific analyses are required to determine the components which enable exceptional pupils to meet with success in Special Education initiatives offered in both special class and mainstream settings.

The purpose of the current endeavour was to explore the following multi-faceted components:

COMPONENT 1: REVIEW OF STUDENT PROFILES

Facet 1: Review of the demographic characteristics of the sample of students referred for assessment and entered into the Psychological Services database;

Facet 2: Review of the descriptive data regarding the intellectual, academic, and/or behavioural characteristics of the students presented to an Identification Placement and Review Committee process;

Facet 3: Review of the descriptive data regarding the intellectual, academic and behavioural characteristics of exceptional students and their placements;

Facet 4: Review of the changes in exceptionality and/or placement decisions to determine if the previous trend of little movement has continued since the 1991 review.

COMPONENT 2: REVIEW OF SPECIAL EDUCATION PROGRAMMING

Facet 1: Review of student outcomes in secondary school;

Facet 2: Examination of factors that mediate success for exceptional students.

EXECUTIVE SUMMARY

COMPONENT 1: REVIEW OF STUDENT PROFILES

Facet 1: Demographic Characteristics

Comparisons to 1991:	**In 1991 when the review was last completed, the sample included 1,594 students between the ages of 6 and 16. The single largest number of students came from age 7, with 65% being male and the average age of the sample being 9.6 years.**
Conclusions Drawn:	**Referred students have been, on the average, getting a bit older (about 7 months) although the increase is not significant. The distribution of male to female has remained consistent.**

(Page 7)

Comparison to 1991:	**In 1991 when the review was last completed, about half of those referred came from the Primary Division, 23% from Junior, 19% from Middle, and 8% from Secondary. The single largest number of children came from Grade 2; however, the average grade of the sample was Grade 4.**
Conclusions Drawn:	**This finding provides further evidence that our sample of referred students is getting a bit older, although again not significantly so since the single largest number of children came from Grade 2 and the average grade of the sample remained Grade 4.**

(Page 8)

Comparison to 1991:	**In 1991 when the review was last completed, the distribution of students in the various reasons for referral indicated that 76% were referred for learning difficulties, 2% for behavioural and/or emotional reasons and 20% for a combination of both learning and behavioural reasons.**
Conclusions Drawn:	**The distribution of reasons for referral have changed little since 1991. There was a slight decrease (4%) in the combination of learning and behaviour problems with an equivalent increase (4%) in the assessment of learning problems. The proportion of referrals for behavioural and/or emotional issues has remained constant at 2%.**

(Page 8)

Comparisons to 1991:	**In 1991 when the review was last completed, the average interval between referral and assessment was 3.82 months. The average interval between assessment and presentation to an Identification, Placement and Review Committee was 6.6 months.**
Conclusions Drawn:	**There was an increase of about 1 month (0.71) between referral and assessment and then between the assessment and subsequent referral to an Identification, Placement and Review Committee (0.90). The increase in time here, is likely attributable to an increase in programming and evaluation prior to referral for assessment and subsequent presentation to an Identification, Placement and Review Committee.**
	(Page 8)

Facet 2: Descriptive Data on the Identification of Exceptional Students

Comparisons to 1991:	**In 1991 when the review was last completed, ~~when~~ students assessed were eventually presented to an Identification, Placement and Review Committee, 41% were deemed exceptional.**
Conclusions Drawn:	**There has been a 4% increase in the number of students identified exceptional.**
	(Page 10)

Comparisons to 1991:	**In 1991 when the review was last completed, the proportion of exceptional students that were identified Specific Learning Disability was 63%, General Learning Disability was 17%, Speech and Language was 10%, Behavioural was 8% and other was 5%.**
Conclusions Drawn:	**The proportion of each type of exceptionality has remained consistent with that seen in 1991. This would seem to suggest that students identified with learning problems continue to be the primary focus for special education intervention.**
	(Page 10)

Comparisons to 1991:	**In 1991 when the review was last completed, the intellectual, academic and behavioural/emotional profiles of referred students showed the hallmark characteristics of each exceptionality (e.g., Specific Learning Disability showed a lower half Average range I.Q. with the characteristic significant discrepancy between I.Q. potential to achieve and the actual level of achievement.**
Conclusions Drawn:	**In 1996, students continue to be identified by their discrete characteristics and these unique characteristics are consistent in their association with a particular exceptionality.**
	(Page 12)

Facet 3: Descriptive Data on the Placement of Exceptional Students

Comparisons to 1991:	**In 1991 when the review was last completed, 63% of identified students were placed into special class Special Education programs. Calculations of the percentage that each of the individual exceptionalities contributed to the total number of special class students showed that Specific Learning Disability (SLD) contributed 55%, General Learning Disability (GLD) was 22%, Behavioural (BE) was 12%, and Speech and Language (S&L) was 11%.**
Conclusions Drawn:	**A 3% increase in the number of identified students being placed into special class Special Education programs was observed. The distribution of the percentage that each exceptionality contributes to the total number of special class placements has not significantly changed.** **(Page 13)**

Comparisons to 1991:	**In 1991 when the review was last completed, special class (SC) students typically exhibited significantly weaker patterns of functioning whether intellectual, academic or behavioural.**
Conclusions Drawn:	**The current review confirms that special class (SC) students continue to demonstrate the most impaired profiles. Thus, the consistency in Identification, Placement and Review Committee decision making continues not only in terms of criteria for exceptionality but also for identifying students in most need of self-contained placements.** **(Page 14)**

Comparisons to 1991:	**In 1991 when the review was last completed, 54% of students in our database were seen as having significantly "disturbed" profiles. The Specific Learning Disability (SLD) group showed a 55% rate, the General Learning Disability (GLD) group was 65%, and the Non Exceptional (NE) group was 51%. Behavioural (BE) as should be the case, showed the highest rate of 89%.**
Conclusions Drawn:	**The current review continues to show that although the Behaviour (BE) group had the largest percentage of students with severe behaviour problems, at least half of the students in other exceptionalities also exhibited significant behaviour problems, including a non-exceptional group.** **(Page 15)**

COMPONENT 2: REVIEW OF SPECIAL EDUCATION PROGRAMMING

Facet 1: Review of Student Outcomes in Secondary School

Conclusions about Sample:	**Consistent with previous findings, Specific Learning Disability (SLD) students represented the largest group of exceptional students in our database. Behavioural (BE) and Speech and Language (S&L) students were significantly more often placed in special class programs than other groups.** **(Page 17)**
Conclusions about Performance:	**A comparison of the school performance revealed no differences in terms of the number and level of courses completed per year between Non-Exceptional (NE), Specific Learning Disability (SLD) and Speech and Language (S&L) students. The school performance of Behavioural (BE) students was significantly delayed in comparison to all other exceptionality groups. School performance between regular class (RC) ~~and special~~ class (SC) students showed that regular class (RC) students from Specific Learning Disability (SLD) and General Learning Disability (GLD) groups tended to perform better than their special class (SC) counterparts within the same exceptionality. Behavioural-Special Class (BE-SC) students, however, seemed to achieve better than their regular class (RC) counterparts. It may be possible that the support provided for Behavioural-Regular Class (BE-RC) students was not sufficient to meet their needs.** **(Page 20)**
Conclusions About Drop-out:	**The highest drop-out rate was seen for Behavioural (BE) students and the lowest for Speech and Language (S&L) and Specific Learning Disability (SLD) students. Placement in vocational schools seemed to increase the rate of drop-out. Non-exceptional students who attended vocational schools had the highest drop-out rate while exceptional students in composite schools had the lowest drop-out rate.** **Support seemed to be a key factor for students remaining in secondary school in that non-exceptional students had significantly higher drop-out rates than exceptional students, and two out of three Behavioural-Regular Class (BE-RC) students dropped out of school while the drop-out rate for Behavioural-Special Class (BE-SC) students was half that. The conclusion that may be drawn from these finding is that exceptional students generally, by virtue of their identification and more specifically, Behavioural (BE) students by virtue of their placements in Special Education programs may have been given increased support and were, therefore, less likely to drop out of school.** **The predictors of drop-out identified in this study underscored the importance of academic skills, support for students, and few school changes.** **(Page 22)**

COMPONENT 1: REVIEW OF STUDENT PROFILES

Facet 1: Demographic Characteristics

The data source for the current investigation was the incorporation of the Psychological Services database and the Special Education Department Student Information System over seven (7) school years starting in the 1988/1989 school year and extending up to and including March of the 1995/1996 school year.

The Psychological Services database, in conjunction with the Special Education Department Student Information System, now includes data on 4,978 assessments. It should be noted, however, that this overall number only reflects assessment results for which parents gave consent for inclusion of their child's assessment data into our database. From 1988 September when the database was conceived, to 1996 March, the actual number of assessments completed by Psychological Services was 5,929. (In addition to these, 2,414 assessments for the purposes of Gifted screening were completed.)

The 4,978 cases entered into our database included students between the ages of 4 and 21, with a mean age of 10.08 years. The largest proportion of children referred for assessment were enrolled in Grade 2 , followed closely by Grade 3 students, representing a combined total of approximately 30% of students assessed. As has been the case in the past, males are over represented in students referred for assessment; 67% of students referred to Psychological Services for assessment were male.

When we looked at the reason for their referral, 71% of students were referred for issues related to learning problems, 16% for a combination of learning and behaviour problems and 2% for reasons related solely to behavioural and emotional concerns. Other reasons included absenteeism and Gifted screening, for example. While students were largely seen on only one occasion (82%) by Psychological Services, about 18% (908) were assessed more than once (range of two to five times).

At the time of referral, students were receiving remedial assistance from a variety of sources including:

a) Special Education class support (3%),
b) Learning resource support (32%),
c) Special Education resource teacher support (2%),
d) Speech and language resources (6%),
e) ESL (2%)
f) Educational assistant (3%)
g) Volunteers (4%)
h) Social work (1%)
i) Modified classroom programming (21%)

Starting in 1993 September, support from the Diagnostic and Resource Team (D.A.R.T.) process was also tracked for referred students. Since then a total of 2,484 student assessments have been tracked. Of these 2,484 student assessments, 2,288 (92%) had received D.A.R.T. support prior to the referral for assessment, 196 had not.

For the purposes of comparison to the 1991 study, only students between the ages of 6 and 16 who were non-exceptional at the time of their referral for assessment were selected from the database for the current review and comparison to the 1991 study. TABLE 1 shows the distribution of these students by age and gender. As can be seen from the table, the single largest number of students were eight years old with the majority (2,710) of children referred being male (66%). The average age of the group was 10.2 years.

TABLE 1
Distribution of Referred Students by Age and Gender

	Ages											
	06	**07**	**08**	**09**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**Total**
Female	063	205	252	227	201	151	100	067	056	030	025	1377
Male	148	435	448	382	307	264	247	193	141	097	048	2710
Total	211	640	700	609	508	415	347	260	197	127	073	4087

Comparisons to 1991:	**In 1991 when the review was last completed, the sample included 1,594 students between the ages of 6 and 16. The single largest number of students came from age 7, with 65% being male and the average age of the sample being 9.6 years.**
Conclusions Drawn:	**Referred students have been, on the average, getting a bit older (about 7 months) although the increase is not significant. The distribution of male to female has remained consistent.**

When we looked at the distribution of the students by grade and division as shown in TABLE 2, approximately 46% (1,871) came from the Primary Division (Grades of Senior Kindertarten to 3), the Junior Division (Grades 4 and 5) represented 26% (1,071), Middle School (Grades 6 to 8) represented 21% (848) and Secondary represented 7% (297) The single largest number of students came from Grade 2, however, the average grade of the referred students was Grade 4.

TABLE 2
Distribution of Referrals by Grade/Division

Grades	**SK**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**
Referrals	048	473	692	658	564	507	379	291	178	174	097	026

Primary Grades SK to Grade 3	1,871 (46%)
Junior Grades 4 and 5	1,071 (26%)
Middle School Grades 6 to 8	848 (21%)
Secondary School Grades 9 to 11	297 (07%)
TOTAL	4,087

Comparison to 1991:	**In 1991 when the review was last completed, about half of those referred came from the Primary Division, 23% from Junior, 19% from Middle, and 8% from Secondary. The single largest number of children came from Grade 2; however, the average grade of the sample was Grade 4.**
Conclusions Drawn:	**This finding provides further evidence that our sample of referred students is getting a bit older, although again not significantly so since the single largest number of children came from Grade 2 and the average grade of the sample remained Grade 4.**

Students were primarily referred for assessment of learning difficulties (80%), although many were referred for a combination of learning and behavioural difficulties (18%) and about 2% were referred on the basis of solely behavioural and/or emotional problems.

Comparison to 1991:	**In 1991 when the review was last completed, the distribution of students in the various reasons for referral indicated that 76% were referred for learning difficulties, 2% for behavioural and/or emotional reasons and 20% for a combination of both learning and behavioural reasons.**
Conclusions Drawn:	**The distribution of reasons for referral have changed little since 1991. There was a slight decrease (4%) in the combination of learning and behaviour problems with an equivalent increase (4%) in the assessment of learning problems. The proportion of referrals for behavioural and/or emotional issues has remained constant at 2%.**

Comparisons to 1991:	**In 1991 when the review was last completed, the average interval between referral and assessment was 3.82 months. The average interval between assessment and presentation to an Identification, Placement and Review Committee was 6.6 months.**
Conclusions Drawn:	**There was an increase of about 1 month (0.71) between referral and assessment and then between the assessment and subsequent referral to an Identification, Placement and Review Committee (0.90). The increase in time here, is likely attributable to an increase in programming and evaluation prior to referral for assessment and subsequent presentation to an Identification, Placement and Review Committee.**

Facet 2: Descriptive Data on the Identification of Exceptional Students

Research conducted over the last several years in the Hamilton Board of Education by Psychological Services has documented that the Identification, Placement and Review (IPRC) process has been generally effective in identifying the needs of students on the basis of their assessed intellectual, academic and/or behavioural characteristics, consistent with Ministry and Board interpreted criteria.

From the database in Psychological Services, intellectual profiles based upon the administration of the WISC-R and more recently, the WISC-III, were used. Academic profiles were based upon the administration of the WRAT-R and more recently, the WRAT-3. Behaviour profiles were based upon the administration of the Teacher's Report Form (TRF) of the Achenbach Child Behaviour Checklist.

The Special Education Department Student Information System and Computer Services provided data regarding exceptionality and placement decisions arising from Identification, Placement and Review Committee (IPRC) meetings up to and including 1995 May.

Because of missing data regarding Identification, Placement and Review Committee information (identification), for the purposes of looking at how many students were identified exceptional, the overall total number of students was reduced to 3,559. Over the period under review and using the available data, when students assessed were eventually presented to an Identification, Placement and Review Committee, 45% were deemed exceptional. Our database sample indicates that the number of students deemed exceptional has shown an inconsistent pattern over the period of study, with a high of 54% in the 1992/1993 school year and a low of 28% identified exceptional in the 1994/1995 school year.

TABLE 1

The Distribution of Exceptionality by School Year

School Year	Total Cases Entered	Not Exceptional	Total Exceptional
1988/1989	589	291 (49%)	298 (51%)
1989/1990	538	265(49%)	273 (51%)
1990/1991	502	275 (55%)	227 (45%)
1991/1992	307	201 (65%)	106 (35%)
1992/1993	565	261 (46%)	304 (54%)
1993/1994	514	280 (54%)	234 (46%)
1994/1995	544	390 (72%)	154 (28%)
TOTAL	3,559	1,963 (55%)	1,596 (45%)

Comparisons to 1991:	**In 1991 when the review was last completed, when students assessed were eventually presented to an Identification, Placement and Review Committee, 41% were deemed exceptional.**
Conclusions Drawn:	**There has been a 4% increase in the number of students identified exceptional.**

Once identified, the distribution of student needs were as follows:

TABLE 2

Distribution of Exceptional Students Needs

Communications:	
Specific Learning Disability (SLD)	1,026
Speech and Language (S&L)	153
Intellectual:	
General Learning Disability (GLD)	234
Behavioural (BE)	117
Other	66
TOTAL	**1,596**

TABLE 2 demonstrates that over the seven-year period then , Specific Learning Disability represented on average 64% of the exceptional student population, General Learning Disability represented 15%, Speech and Language represented 10%, Behavioural represented approximately 7% and other exceptionalities represented the remaining 4%.

Comparisons to 1991:	**In 1991 when the review was last completed, the proportion of exceptional students that were identified Specific Learning Disability was 63%, General Learning Disability was 17%, Speech and Language was 10%, Behavioural was 8% and other was 5%.**
Conclusions Drawn:	**The proportion of each type of exceptionality has remained consistent with that seen in 1991. This would seem to suggest that students identified with learning problems continue to be the primary focus for special education intervention.**

In order to compare the intellectual, academic, and behavioural characteristics of the exceptional children over the period of study, several analyses were carried out. The results of these analyses revealed that exceptional students varied significantly on intellectual, academic and behavioural measures. The General Learning Disability group, for example, showed significantly lower I.Q. scores than all other groups studied. The Specific Learning Disability group showed the significant ability-achievement discrepancy unlike all other groups where this discrepancy was not significant, and the Behavioural group showed Total Problem Scores significantly higher and an Adaptive Functioning Score significantly lower than all other groups. The following 1996 profiles were generated for each of the exceptionalities:

TABLE 3

Student Profile Characteristics

Exceptionality	Characteristics		
	Intellectual	**Academic**	**Behavioural**
Communicational (Specific Learning Disability)	Full Scale IQ in lower half of Average	Language Arts in the Borderline range	Total Problem Score in the "disturbed" range
	PIQ>VIQ but not a significant difference	Math into the Low Average range	Adaptive functioning scores below normal
		Ability-achievement discrepancy is significant	
Communicational (Speech and Language)	Full Scale IQ Low Average range	Language Arts in the Borderline range	Total Problem Score borderline "disturbed"
	PIQ significantly greater than VIQ	Math in the Low Average range	Adaptive functioning below normal
		Ability-achievement discrepancy is not significant	
Intellectual (General Learning Disability)	VIQ=PIQ=FSIQ in the Borderline range	All skills in the Deficient to Borderline range	Total Problem Score in the "disturbed" range
		Ability-achievement discrepancy is not significant	Adaptive functioning scores below normal
Behavioural	VIQ=PIQ=FSIQ in lower half of Average range	All in the Low Average range	* Total Problem Score in the "disturbed" range
		Ability-achievement discrepancy not significant	* Adaptive functioning scores below normal
Non-Exceptional	VIQ=PIQ=FSIQ in lower half of Average range	All in Low Average range	Total Problem Score in the "disturbed" range
		Ability-achievement discrepancy not significant	Adaptive functioning scores below normal

* Significantly different from other groups.

Comparisons to 1991:	**In 1991 when the review was last completed, the intellectual, academic and behavioural/emotional profiles of referred students showed the hallmark characteristics of each exceptionality (e.g., Specific Learning Disability showed a lower half Average range I.Q. with the characteristic significant discrepancy between I.Q. potential to achieve and the actual level of achievement.**
Conclusions Drawn:	**In 1996, students continue to be identified by their discrete characteristics and these unique characteristics are consistent in their association with a particular exceptionality.**

Facet 3: Descriptive Data on the Placement of Exceptional Students

Psychological Services research has provided an accumulating body of evidence that the Identification, Placement and Review Committee process has been generally consistent in deciding placements on the basis of both the specificity and the level of impairment presented by intellectual, academic and behavioural characteristics.

Because of missing data regarding Identification, Placement and Review Committee information (12 cases were missing placement data), for the purposes of looking at how many students were placed in special class as compared to regular class, the overall total number of students was reduced to 3,547. Of these students, 1,963 students remained non-exceptional. This left a total of 1,584 students who were deemed exceptional. Of this number, we eliminated an additional 55 students who represented a small number of students in other exceptionalities. Over the period under review and using the available data, we then analyzed placement designations for 1,529 students.

Of identified students, 66% were subsequently placed in special class Special Education programs with the remainder receiving Special Education programming in a regular class placement within their home schools. The following table indicates how the various exceptionalities correspond to their placement designations of **regular class (RC)** or **special class (SC)**:

TABLE 1

Numbers in each Exceptionality by Placement Designation

Placement	Group				
	Behavioural (BE)	Specific Learning Disability (SLD)	General Learning Disability (GLD)	Speech and Language (S&L)	Total
Regular Class (RC)	10	446	53	9	518 (34%)
Special Class (SC)	106	580	181	144	1,011 (66%)
Total	116	1,026	234	153	1,529

As can be seen from the TABLE 1, 57% of students in special class placements were Specific Learning Disability (SLD), 18% were General Learning Disability (GLD) students, 14% were Speech and Language (S&L) and 11% were Behavioural (BE).

Comparisons to 1991:	**In 1991 when the review was last completed, 63% of identified students were placed into special class Special Education programs. Calculations of the percentage that each of the individual exceptionalities contributed to the total number of special class students showed that Specific Learning Disability (SLD) contributed 55%, General Learning Disability (GLD) was 22%, Behavioural (BE) was 12%, and Speech and Language (S&L) was 11%.**
Conclusions Drawn:	**A 3% increase in the number of identified students being placed into special class Special Education programs was observed. The distribution of the percentage that each exceptionality contributes to the total number of special class placements has not significantly changed.**

While 1994/1995 represented the lowest proportion of students identified exceptional (28%),1994/1995 also represented the highest percentage of students placed in special class programs (72%). In 1988/1989, the percentage was the lowest at 59%. TABLE 2 is illustrative:

TABLE 2

The Distribution of Exceptionality and Placement by School Year

School Year	Total Cases Entered	Not Exceptional	Total Exceptional	Special Class	Regular Class
1988/1989	589	291 (49%)	298 (51%)	177 (59%)	121 (41%)
1989/1990	538	265 (49%)	273 (51%)	173 (63%)	100 (37%)
1990/1991	502	275 (55%)	227 (45%)	148 (65%)	79 (35%)
1991/1992	307	201 (65%)	106 (35%)	63 (59%)	43 (41%)
1992/1993	565	261 (46%)	304 (54%)	217 (71%)	87 (29%)
1993/1994	514	280 (54%)	234 (46%)	165 (71%)	69 (29%)
1994/1995	544	390 (72%)	154 (28%)	111 (72%)	43 (28%)
TOTAL	3,559	1,963 (55%)	1,596 (45%)	1,054 (66%)	542 (34%)

NB: Of note from the above table is that in the 1994/1995 school year, while only 28% of students assessed were deemed exceptional in keeping with the philosophy of inclusive education, the fact that a significant number of students who have been identified are recommended for special class placement seems to be suggesting that students only with a great degree of impairment are being selected for presentation to the Identification, Placement and Review Committee.

It was predicted that exceptional students placed in special class and regular class settings would continue to demonstrate significant differences in their intellectual, academic and behavioural characteristics. Results of this investigation support what was predicted. The assessment profiles of exceptional students placed in special class settings typically exhibited significantly weaker patterns of functioning and skills development. The following table is illustrative of the pattern seen:

TABLE 3

Mean Intellectual, Academic and Behavioural Test Scores by Placement

Placement	Characteristics							
	Intellectual			Academic			Behavioural	
	VIQ	PIQ	FSIQ	R	S	A	TPS	AFI
Regular Class (RC)	90	94	92	79	77	83	62	38
Special Class (SC)	84	91	87	71	72	80	67	33

NB: VIQ - Verbal I.Q. PIQ - Performance I.Q. FSIQ - Full-Scale I.Q. R - Reading S - Spelling
A - Arithmetic TPS - Total Problem Scoring AFI - Adaptive Functioning Index

Comparisons to 1991:	**In 1991 when the review was last completed, special class (SC) students typically exhibited significantly weaker patterns of functioning whether intellectual, academic or behavioural.**
Conclusions Drawn:	**The current review confirms that special class (SC) students continue to demonstrate the most impaired profiles. Thus, the consistency in Identification, Placement and Review Committee decision making continues not only in terms of criteria for exceptionality but also for identifying students in most need of self-contained placements.**

In recent years, there has been an ever growing concern for the behavioural aspects of our student population. There are many reasons for this concern. Some research has suggested that students with behaviour problems due to learning and/or emotional disturbances represent a disproportionate number of "incidents" in our schools. Other research draws a relationship to cognitive resources and the probability of significant behaviour problems. In light of these research findings, an overall analysis of all the behavioural data was completed. The results of this analysis revealed that 53% of all students in our database showed "disturbed" behaviour profiles. Behavioural (BE) students understandably showed the highest proportion (87%) of such profiles; however, it is of some concern that approximately 51% of Specific Learning Disability (SLD), General Learning Disability (GLD) and even our Non Exceptional (NE) sample, showed a pattern of significant behavioural disturbance. This latter finding points to the relationship seen in previous research to cognitive, academic and/or emotional disabilities.

Comparisons to 1991:	**In 1991 when the review was last completed, 54% of students in our database were seen as having significantly "disturbed" profiles. The Specific Learning Disability (SLD) group showed a 55% rate, the General Learning Disability (GLD) group was 65%, and the Non Exceptional (NE) group was 51%. Behavioural (BE) as should be the case, showed the highest rate of 89%.**
Conclusions Drawn:	**The current review continues to show that although the Behaviour (BE) group had the largest percentage of students with severe behaviour problems, at least half of the students in other exceptionalities also exhibited significant behaviour problems, including a non-exceptional group.**

Facet 4: Re-identification and Placement

Once identified, approximately 4% of identified students changed exceptionality by the time they were enrolled in secondary school. Of the very few changes that did occur, the greatest proportion of changes came from Specific Learning Disability (SLD) students being re-designated to Behavioural (BE) (1%) and from Speech and Language (S&L) students being changed to Specific Learning Disability (SLD) (1%). TABLE 1 shows the percent of students where exceptionality classification changed.

TABLE 1

Changes in Exceptionality

	BE	SLD	GLD	S&L	Total
Students in the Sub Samples	43	511	123	26	703
Students Who Changed Exceptionality	2	11	4	9	26
Percent of Change	4.7%	2.2%	3.3%	3.5%	3.7%

NB: BE - Behavioural SLD - Specific Learning Disability
S&L - Speech and Language GLD - General Learning Disability

No analysis could be completed for change of placement at this time. However, seeing as the change of exceptionality has remained extremely low, one could assume that change in placement would have also remained quite low to the end of the 1994/1995 school year.

The issue of change of placement will be a more relevant issue as a result of the reorganization of Special Education programming and the number of special class settings that took place in the 1995/1996 school year.

COMPONENT 2: REVIEW OF SPECIAL EDUCATION PROGRAMMING

Facet 1: Review of Student Outcomes in Secondary School

The focus of the current study was to examine the differences in the types of secondary schools attended, secondary school performance and drop-out rates in relation to exceptionality classification and Special Education placement during elementary years. The sample of exceptional students included Behavioural (BE), Specific Learning Disability (SLD), General Learning Disability (GLD) and Speech and Language Disability (S&L). Gifted students were excluded because their needs are very different from students experiencing academic difficulties. Other exceptionalities were not included because the groups were too small for valid statistical analyses.

Sample of Students

The sample of students for this study included 4,262 students who were born between 1974 and 1982 and who were enrolled in Hamilton secondary schools from 1988 to 1996. There were approximately 69.7% males and 30.3% females in the sample, constituting a ratio of approximately 2:1. Previous studies showed that gender did not affect the classification of Exceptional/Non Exceptional, the types of exceptionalities, regular/special class placement, enrollment in composite or vocational schools and drop-out rates. Therefore, males and females were combined as one group in the current study.

Student selection utilized the Student Information System (SIS) codes for exceptional (EX) students and non-exceptional (NE) students who were assessed by Psychological Services consultants. NE students, therefore, were also experiencing difficulties in school by virtue of their referral for assessment but were either not presented to the Identification, Placement and Review Committee or, if they were, they were not deemed exceptional. The number of students within each exceptionality group was significantly different. (See TABLE 1). Specific Learning Disability (SLD) students constituted the largest exceptional group while Behavioural (BE) and Speech and Language (S&L) students comprised less than 5% of the sample.

TABLE 1

Distribution of Students by Exceptionality

	NE	BE	SLD	GLD	S&L
Number of Students	1474	175	1859	645	109
Percent of Sample	34.6	4.1	43.6	15.1	2.6

NB: NE - Non-Exceptional BE - Behavioural SLD - Specific Learning Disability
GLD - General Learning Disability S&L - Speech and Language

Special Education placement refers to the placement of exceptional students while they were in elementary school: regular class (RC) or special class (SC). Within the sample of exceptional students included in this study (2,788), information regarding both their placement in elementary school and secondary school performance was available for only 736. TABLE 2 shows the distribution of students within each exceptionality and placement subgroups. The proportion of students placed in special classes differed significantly between exceptionalities. Behavioural (BE) and Speech and Language (S&L) were placed in special classes more frequently than Specific Learning Disability (SLD) and General Learning Disability (GLD) students.

TABLE 2

Distribution of Students by Exceptionality and Placement

	BE	SLD	GLD	S&L
Students in Regular Classes	10	284	43	4
Students in Special Classes	36	246	88	23
Percent in Special Classes	78.2	46.4	67.2	85.2

NB: BE - Behavioural SLD - Specific Learning Disability GLD - General Learning Disability S&L - Speech and Language

Conclusions about Sample: **Consistent with previous findings, Specific Learning Disability (SLD) students represented the largest group of exceptional students in our database. Behavioural (BE) and Speech and Language (S&L) students were significantly more often placed in special class programs than other groups.**

Secondary School Enrollment

The analyses of secondary school enrollments revealed that 21.9% of students in the sample attended vocational schools and 78.1% attended composite secondary schools. There was a significant difference between exceptionality groups in the proportion of students who attended vocational schools. (See TABLE 3) A significantly larger percent of General Learning Disability (GLD) students, than other exceptional students, attended vocational schools while a significantly smaller proportion of Non-Exceptional (NE) students attended vocational schools. The proportion of Behavioural (BE), Specific Learning Disability (SLD) and Speech and Language (S&L) students in vocational schools did not differ significantly.

TABLE 3

Secondary School Enrollment by Exceptionality

	NE	BE	SLD	GLD	S&L
Composite School	86.7%	78.9%	79.9%	52.7%	78.9%
Vocational School	13.3%	21.1%	20.1%	47.3%	21.1%

NB: NE - Non-Exceptional BE - Behavioural SLD - Specific Learning Disability GLD - General Learning Disability S&L - Speech and Language

The types of schools attended also differed significantly according to students' Special Education placement during elementary school. (See TABLE 4) When compared with the average enrollment of the sample (21.9%) in vocational schools, the Behavioural-Regular Class (BE-RC), General Learning Disability-Regular Class (GLD-RC) and General Learning Disability-Special Class (GLD-SC) groups exceeded this proportion significantly while the Specific Learning

Disability-Regular Class (SLD-RC) and Behavioural-Special Class (BE-SC) groups had significantly smaller proportions of students in vocational schools.

TABLE 4

Secondary School Enrollment by Exceptionality and Placement

	BE		SLD		GLD		S&L	
	RC	SC	RC	SC	RC	SC	RC	SC
Composite School	50.0%	88.9%	87.7%	64.2%	48.8%	35.2%	75.0%	69.9%
Vocational School	50.0%	11.1%	12.3%	35.8%	51.2%	64.8%	25.0%	30.4%

NB: BE - Behavioural SLD - Specific Learning Disability GLD - General Learning Disability
S&L - Speech and Language RC - Regular Class SC - Special Class

Secondary School Performance

Secondary school performance was compared by means of the average number of courses completed per year and the percent of Basic, General and Advanced/OAC courses completed by students. Marks for 16 destreamed Grade 9 courses were also compared and will be presented separately. (Courses included: Business, Keyboarding, Dramatic Arts, English, French, Geography, History, Mathematics, Physical Education [for males or females], Science, Design & Technology, Broad-Based Technology, Visual Arts, Music and Family Studies.)

Behavioural (BE) students completed a significantly smaller number of courses per year than other students while the other exceptionality groups did not differ significantly. (See TABLE 5) The overall average number of courses completed per year by this sample, however, was lower than the maximum of eight (8) courses per year for junior years and six (6) for senior years in secondary school. Behavioural (BE), Specific Learning Disability (SLD) and Speech and Language (S&L) students did not differ in the percent of Basic, General and Advanced/OAC courses completed. Non-Exceptional (NE) students completed a significantly smaller percent of Basic level courses and a larger percent of Advanced/OAC courses than the other groups while General Learning Disability (GLD) students completed a larger proportion of Basic courses and fewer General and Advanced/OAC courses than the other groups.

TABLE 5

Courses Completed by Exceptionality

	NE		BE		SLD		GLD		S&L	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Average Courses Per Year	4.64	3.8	2.67	3.2	4.56	3.4	4.34	3.6	4.56	3.6
Basic %	20.72	36.5	34.38	40.3	28.81	39.7	60.21	44.1	35.64	41.6
General %	52.59	35.4	45.20	36.1	52.01	36.2	29.43	36.3	45.73	36.7
Advanced %	23.37	28.1	15.78	26.9	15.17	23.7	7.58	18.6	16.18	27.0

NB: NE - Non-Exceptional BE - Behavioural SLD - Specific Learning Disability
GLD - General Learning Disability S&L - Specific Learning Disability SD - Standard Deviation

Secondary school performance also differed significantly among exceptional students according to Special Education placement. (See TABLE 6)

TABLE 6

Courses Completed by Exceptionality and Placement

	BE-RC		BE-SC		SLD-RC		SLD-SC		GLD-RC		GLD-SC	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Average Courses Per Year	2.23	1.9	2.33	3.7	4.62	3.2	3.47	3.9	4.19	3.1	2.63	3.1
Basic %	64.78	42.1	35.71	40.0	18.33	32.1	43.69	44.4	62.70	43.4	72.62	38.4
General %	31.69	36.4	49.23	39.0	56.65	32.7	47.45	40.7	34.11	40.6	25.39	37.6
Advanced /OAC %	3.54	8.3	6.60	15.7	21.87	27.2	5.64	13.1	2.52	8.3	.48	1.5

NB: Due to a small sample size, the Speech and Language (S&L) group was excluded from this analysis.
BE - Behavioural SLD - Specific Learning Disability GLD - General Learning Disability
SD - Standard Deviation RC - Regular Class SC - Special Class

For Specific Learning Disability (SLD) and General Learning Disability (GLD) groups, those placed in regular classes in elementary years completed more courses per year than their counterparts placed in special classes. Specific Learning Disability-Special Class (SLD-SC) and General Learning Disability-Special Class (GLD-SC) students completed more Basic level and fewer General and Advanced/OAC level courses than their counterparts. If we accept the assumption that placement in special classes was decided on the basis of a greater learning deficit and greater need for support, then it is expected that special class (SC) students would perform less well in secondary school. However, Behavioural (BE) students showed a different pattern of school performance. Behavioural-Regular Class (BE-RC) and Behavioural-Special Class (BE-SC) students did not differ in the number of courses completed per year, but Behavioural-Special Class (BE-SC) generally performed better than their regular class (RC) counterparts in achieving higher proportions of General and Advanced/OAC courses and fewer Basic level courses. Considering that the number of Behavioural (BE) students under study was small, this unusual finding will have to be monitored in the future.

When Grade 9 destreamed marks were compared, there were no significant differences between exceptionality groups for Business, English, French, History and Design & Technology courses. Behaviour (BE) and Specific Learning Disability (SLD) students obtained significantly lower marks in Geography than General Learning Disability (GLD) and Speech and Language (S&L) students. Specific Learning Disability (SLD) and Non-Exceptional (NE) students, however, did not differ significantly in their Geography marks. In Mathematics, Non-Exceptional (NE) students obtained significantly higher marks than Specific Learning Disability (SLD) students. For Science, Behavioural (BE) and Specific Learning Disability (SLD) students' marks were significantly lower than the marks of other groups. Physical Education marks were significantly lower for Behavioural (BE) students than other groups. Where there were significant differences in marks, Behavioural (BE) and Specific Learning Disability (SLD) students seemed to have performed less well than students in other exceptionality groups. However, it should be noted that there were wide variations in the marks within each group (e.g., the standard deviation for an average mark of 60 is 15 to 20 points).

There were no significant differences in the Grade 9 destreamed course marks between regular class (RC) and special class (SC) subgroups in any of the exceptionality groups examined.

Conclusions about Performance:	**A comparison of the school performance revealed no differences in terms of the number and level of courses completed per year between Non-Exceptional (NE), Specific Learning Disability (SLD) and Speech and Language (S&L) students. The school performance of Behavioural (BE) students was significantly delayed in comparison to all other exceptionality groups. School performance between regular class (RC) and special class (SC) students showed that regular class (RC) students from Specific Learning Disability (SLD) and General Learning Disability (GLD) groups tended to perform better than their special class (SC) counterparts within the same exceptionality. Behavioural-Special Class (BE-SC) students, however, seemed to achieve better than their regular class (RC) counterparts. It may be possible that the support provided for Behavioural-Regular Class (BE-RC) students was not sufficient to meet their needs.**

Drop-out Rates

Students who leave secondary school before completing their Ontario Secondary School Diplomas are defined as drop-outs. The average drop-out rate for the sample of 4,262 students was 23.3%. The drop-out rate for non-exceptional (NE) students was 26.9% which was significantly higher than that of exceptional students as a group (21.5%). There were also significant differences in the drop-out rates between exceptional students, showing the highest drop-out rate for Behavioural (BE) students and the lowest for Speech and Language (S&L) and Specific Learning Disability (SLD) students. (See TABLE 7)

TABLE 7

Drop-out Rates by Exceptionality

	NE	BE	SLD	GLD	S&L
Number of Drop-outs	392	65	352	163	17
Percent of Sample	26.8	37.4	19.0	25.3	15.6

NB: NE - Non-Exceptionality BE - Behavioural SLD - Specific Learning Disability
GLD - General Learning Disability S&L - Speech and Language

Drop-out rates also differed according to Special Education placement in elementary schools for Behavioural (BE) students. Behavioural (BE) students who were placed in regular classes in elementary schools had an extremely high drop-out rate of 70% while the drop-out rate for Behavioural-Special Class (BE-SC) students was 34.4%. (Caution should be exercised in interpreting this statistic as the sample size is small). There were no significant differences in the drop-out rates within the Specific Learning Disability (SLD) and General Learning Disability (GLD) groups between students placed in regular or special classes during elementary school years.

The drop-out rates of composite (20.7%) and vocational (31.2%) students differed significantly. A further comparison of drop-out rates for composite and vocational students also showed significant variations depending on whether students were exceptional or non-exceptional. (See TABLE 8) Non-exceptional students who attended vocational schools had the highest drop-out rate while exceptional students in composite schools had the lowest drop-out rate. It appeared that more exceptional students than non-exceptional students stayed in school within the same school setting: composite or vocational. The conclusion that may be drawn from this finding is that exceptional students might have been given more support by virtue of their identification and therefore, were less likely to drop out of school.

TABLE 8

Drop-out Rates by Special Education Placement and Secondary School Enrollment

	Composite/ Non-Exceptional	Composite/ Exceptional	Vocational/ Non-Exceptional	Vocational/ Exceptional
Drop-Out Rate	24.4%	19.2%	43.1%	27.6%

Students who dropped out completed significantly fewer credits than those who stayed in school. Drop-outs completed more Basic level courses and fewer General and Advanced/OAC level courses than nondrop-outs. (See TABLE 9) The marks for drop-outs were significantly lower than marks for non drop-outs in 15 out of 16 Grade 9 courses compared.

TABLE 9

School Performance of Drop-outs and Non Drop-outs

	Non Drop-outs		Drop-outs	
	Mean	SD	Mean	SD
Average Courses Per Year	4.84	3.7	3.13	3.0
% Basic Courses	26.48	39.7	40.49	43.3
% General Courses	50.24	36.1	44.53	38.3
% Advanced/OAC Courses	20.24	27.2	10.10	19.9

A regression analysis was completed to identify predictors for school drop-out. Four variables were found to be significant predictors, but they only accounted for approximately 8% of the variance. (See TABLE 10) This suggests that the problem of dropping out is multi-faceted. The four variables identified did shed some light on the issue and underscored the importance of academic skills and the need for student support in the prevention of school drop-out.

TABLE 10

Significant Predictors for School Drop-out

	% of Variance
Reading (As Assessed by the WRAT or Spache)	3.2
Exceptionality Classification	1.9
Arithmetic (WRAT)	1.9
Mobility (Number of Schools Attended)	1.0

An examination of student drop-out rates over time showed a significant decrease in drop-out rates. The drop-out rate of younger students was significantly lower than students born earlier. TABLE 11 shows the student drop-out rate by age (as reflected by their birth year). As a previous study showed that student drop-out rates were negligible before they were 16-years-of-age, students born in 1981 and 1982 were excluded.

TABLE 11

Drop-out Rates by Student Birth Year

Birth Year	**1974**	**1975**	**1976**	**1977**	**1978**	**1979**	**1980**
Drop-out Rate	30.8%	38.7%	39.1%	35.3%	26.0%	21.2%	8.5%

The significant trend of decrease in drop-out rates may be reflective of the increasing success of the education system in supporting students experiencing academic difficulties.

Conclusions About Drop-out:

The highest drop-out rate was seen for Behavioural (BE) students and the lowest for Speech and Language (S&L) and Specific Learning Disability (SLD) students. Placement in vocational schools seemed to increase the rate of drop-out. Non-exceptional students who attended vocational schools had the highest drop-out rate while exceptional students in composite schools had the lowest drop-out rate.

Support seemed to be a key factor for students remaining in secondary school in that non-exceptional students had significantly higher drop-out rates than exceptional students, and two out of three Behavioural-Regular Class (BE-RC) students dropped out of school while the drop-out rate for Behavioural-Special Class (BE-SC) students was half that. The conclusion that may be drawn from these finding is that exceptional students generally, by virtue of their identification and more specifically, Behavioural (BE) students by virtue of their placements in Special Education programs may have been given increased support and were, therefore, less likely to drop out of school.

The predictors of drop-out identified in this study underscored the importance of academic skills, support for students, and few school changes.

Facet 2: Factors which Mediate Success For Exceptional Students

A. Proposed Design

Input: Will come from student characteristics such as intellectual, academic and behavioural profiles

Process: Survey of school and classroom programs
Survey of system supports
Survey of student and parent perceptions

Output: Student success as measured by:
- teacher-assigned marks/outcomes
- academic achievement levels
- student/parent perceptions

B. Current Progress

- Completed draft of survey instruments (for further input from Classroom Teachers, Principals/Vice-Principals, Learning Resource Teachers, Special Education Consultants, Psychoeducational Consultants and any other necessary parties) for assessing school and classroom programs, system supports, and student and parent perceptions.

- Completed draft of cover letters to participants explaining the purpose of the survey instruments.

C. Proposed Time Frames for Immediate Future

1996 November/December - 1997 January

- Establish student "success" measures
  (Discussion of defining student success using available data such as report cards [outcomes from common curriculum where available] and the administration of pre- and post-WRAT-3's)

- Develop full proposal / design

1997 April, 1998 April/May

- Survey teachers, principals/vice-principals (written)

- Survey parents (written and phone follow-up)

- Survey students (written/oral)

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

SPECIAL MEETING

1997 06 12

TO THE CHAIRMAN AND MEMBERS
SPECIAL EDUCATION ADVISORY COMMITTEE
(Mrs. Kappheim; Trustees Bishop, Patenaude, Stewart and Mulholland; Mesdames Batey, Bramberger, Burns, Dalziel, Innes, Kerr Jaskiewicz, Savelli, Simms-Obidi and Vlahovich; Dr. Archer; Messrs. Bucsis, Must and Shields.)

Ladies and Gentlemen:

A meeting of the Special Education Advisory Committee has been scheduled for **Wednesday, 1997 06 18 at 19:00 hours in the Lower Auditorium at the Education Centre.**

An Agenda is attached.

Your attendance is requested.

Yours truly,

M. Matier
Interim Director of Education
and Secretary

rt

Encl.

Notice sent to all Trustees and Representatives.

SPECIAL EDUCATION ADVISORY COMMITTEE
MEMBERSHIP 1996-1997

Chairman of S.E.A.C.
Kappheim, Arlene

Elected Officials of the Board
Bishop, Judith
Patenaude, Marie
Stewart, Robert
Mulholland, Ray

MEMBERS OF LOCAL ASSOCIATIONS/ORGANIZATIONS

Kappheim, Arlene
Association for Bright Children
H: 385-3839

Savelli, Arlene
Children & Adults with Attention Deficit Disorders
H: 574-0306

Burns, Linda
Hamilton Council for Home and School Associations
H: 547-2063

Dalziel, Nalda
Hamilton & District Society for Disabled Children
B: 521-2100 Ext 7416
H: 522-5413

Simms-Obidi, Theresa
Autism Ontario Ham-Went. Chapter
H: 545-9643

Innes, Lisa
Down Syndrome Association
H: 527-8455

Kerr Jaskiewicz, Vicky
Hamilton & District Easter Seals Parent Delegate Group
H: 383-4188

Bucsis, David
Learning Disabilities Association, H-W Chapt.
B: 546-3866

Cdn. National Institute for the Blind

Shields, Bryan
Hamilton Association for Community Living
B: 528-0281
H: 385-1485

ADDITIONAL MEMBERS OF S.E.A.C.:

Vlahovich, Charlotte
H-W Children's Aid Society
B: 522-1121 Ext. 241
H: 577-0222

Sandy Batey
H-W Communication Collective
H: 575 4259

Bramberger, Sue
H-W Home Care Program
B: 523-8600 Ext 360

Must, Thomas
Ontario Association for Families of Children with Communication Disorders
H: 529-7845

Archer, Linda Dr.
Ontario Psychological Association
B: 525-4192

COMMUNITY RESOURCE PERSON(S):

Chedoke-McMaster Hospitals
521-2100

BOARD OFFICIALS AND REPRESENTATIVES

Bond, Elizabeth
Superintendent. of Program
B: 527-5092 Ext 2502

Teodoro, Chit
Recording Secretary - Minute Room
527-5092 [Ext. 2273 / 2274]

Project Team Leader - Special Education
B: 527-5092 Ext. 2340

Hutchinson, Pat
Ham Teachers' Fed.

Collins, Eileen
Ham Principals' Assoc

O'Brien, Susan
Ham Sec School Principals' Council

AGENDA
SPECIAL EDUCATION ADVISORY COMMITTEE
1997 06 18

Location: Lower Auditorium

Confirmation of the minutes of the 1997 03 19, 1997 04 16 and 1997 05 21 meetings.

7:00 - 7:15 p.m.	Remarks	- Chairman - Superintendent of Program	
	GENERAL		
7:15 - 8:00 p.m.	Update from the Ministry of Education and Training Guest Speaker: Norah Franklin, District Manager, Ministry of Education and Training		
8:00 - 8:10 p.m.	BREAK		
8:10 - 8:40 p.m.	Organizational Updates		Members
8:40 - 8:50 p.m.	Annual Review/IPRC Process	**Pages 1 to 5**	
8:50 - 9:00 p.m.	Agenda Planning		Members

IF YOU ARE UNABLE TO ATTEND, PLEASE CONTACT

THE MINUTE ROOM AS EARLY AS POSSIBLE - 527-5092 EXT. 2273/2274

- - - - - - - - - - - - - - - - - - -

NEXT MEETING: WEDNESDAY, SEPTEMBER 17, 1997

1997 06 18

TO: Chairman and Members
Special Education Advisory Council

FROM: Elizabeth Bond
Superintendent of Program

RE: Annual Review/IPRC process

REPORT CLASSIFICATION: For information

Background:

Alternative models of delivery of the Annual Review/IPRC processes were developed by representatives of the Hamilton Principals' Association and Special Education Services, in an effort to make the Annual Review/IPRC processes consistent across the system, more efficient, and more comfortable for parents and school staffs. The information was presented to administrators in February, 1997. The information was on the SEAC agenda in March and April, 1997, but was forwarded to a future agenda due to time constraints.

Issue:

To share with SEAC the Annual Review/IPRC processes proposed for September, 1997.

Recommendation:

That this report be received for information.

APPENDIX 1

DUAL TRACK IPRC PROCESS

Background and Rationale:

Identification, Placement and Review Committee meetings are currently held throughout the school year in central locations. The IPRCommittee is composed of the Special Education Consultant and two external school administrators. The school administrator, learning resource teacher, classroom teacher and parents are usually in attendance.

In February, 1997, an alternative model (Appendix 1a) was presented to administrators for consideration by representatives of the Hamilton Principal's Association and Special Education Services. The model was presented to SEAC in March, 1997. The model continued to support the composition of the IPRCommittee, but recommended that, *where the school and parents were requesting identification and regular class placement, and where there had been agreement regarding the request with the Special Education Consultant,*

> *-the IPRC may be convened at the home school, rather than at an external location*
> *-the IPRCommittee would be continue to be composed of a Special Education Consultant (chair) and two external school administrators*
> *-the school would schedule the IPRC for the mutual convenience of all participants*

This process is not meant to predetermine the decision of the IPRC, but to make the IPRC process more comfortable for both schools and parents. In 1993-95, a review of the IPRC process was conducted to review parental satisfaction. While the level of parental satisfaction was very high regarding the actual IPRC procedures (> 95%), some parents indicated that the time and place of the IPRC meeting had not been convenient. It is hoped that holding the location at the school that the student attends would increase parental and school convenience.

SUGGESTED FUTURE MODEL FOR DUAL TRACK IPRC IDENTIFICATION

PRE-REFERRAL

↓

DART 1

↓

DART 2

↓

REFERRAL TO IPRC

↙ ↘

Ssystem Identification Placement and Review Committee (regular class placement/school site)

System Identification Placement and Review Committee (regular class or special class placement/central site)

PROCEDURES

The Special Education consultant/team leader would be present at all the second level DARTS and would play an important role in the decision as to which IPRC track to follow.

The principal would be responsible to establish the committee with the special education consultant/team leader as the chair and two external principals.

A full package including a psychological report would continue to be necessary for all IPRCs.

Students would need to meet Board criteria for identification as an exceptional student, and for special class placement.

In the event of an indecision at the school level, the IPRC would be recessed and referred to a central IPRC by a principal or consultant/team leader.

It is suggested that scheduled DART days be utilized for school site IPRC's.

H.P.A. Representatives

Sandy Cole
Eileen Collins

APPENDIX 2

B) SPECIAL CLASS ANNUAL REVIEW/IPRC PROCESS

Background Information and Rationale:

Prior to May, 1996, the Annual Review/IPRCs of students in special classes were held at the school level. The Annual Review/IPRCommittee was usually composed of the principal, learning resource teacher, classroom teacher and/or special education consultant.

As a result of transportation budget reductions and a review of the special education model of delivery where 75% of exceptional students were in special class placements, a revised model of Annual Review/IPRCs was implemented.

In May 1996, all students in certain exceptionalities (gifted, SLD, GLD, BE, Speech/language) were referred to central Annual Review/IPRCs, which were held at central locations. The Annual Review/IPRCommittee was composed of special education personnel and administrators external to the school. While this process was found to be very time-consuming, it allowed an extensive review of system resources.

In February, 1997, an alternative model (Appendix 2a) for special class Annual Review/IPRCs was presented to administrators by representatives of the Hamilton Principal's Association and Special Education Services. The model was presented to SEAC in March,1997. The model was proposed as a method of promoting system consistency without putting undue pressure on schools and parents to attend Annual Review/IPRCs in locations other than their child's school.

The model was implemented as a pilot for the spring term. Special education consultants met with all teachers of special classes to review class lists and discuss placements for 1997-98. After parental contact was made, students were presented to an Annual Review/IPRC at either the school site or a central site.

Appendix 2a

SUGGESTED MODEL FOR SPECIAL CLASS ANNUAL REVIEWS

PRE-REFERRAL

↓

DART 1

↓

DART 2
(Special Class Team Meeting)

↙ ↘

System, Identification, Placement and Review Committee (regular class or special class placement/school site)

System, Identification, Placement and Review Committee (regular class or special class placement/central site)

PROCEDURES

The Special Education consultant/team leader would be present at a second level Special Class DART and would play an important role in the decision as to which AR/IPRC track to follow for each student presently placed in special classes. The school would be responsible to discuss the recommended direction with the parents prior to the AR/IPRC. In case of indecision or uncertainty, the school would recommend proceeding to a central level AR/IPRC.

1. Procedure for students suggested by Special Class Team Meeting for continued special class placement:

The Annual Review/Identification, Placement and Review Committee would be held at the school, and will consist of a Special Education Consultant/Team Leader as the chair, the Principal/Vice-Principal of the school, and the teacher. The parent(s) will also be in attendance.

2. Procedure for students suggested by Special Class Team Meeting for regular class placement:

The Annual Review/Identification, Placement and Review Committee would be held at the school, and will consist of the Principal/Vice-Principal of the school as the chair, the teacher and a third member, who may be the special education consultant, or the LRT. The parent(s) will also be in attendance.

3. Central Annual Review/Identification, Placement and Review Committee

In the case of indecision or uncertainty at the Special Class DART, the student would be referred to a Central AR/IPRCommittee.

H.P.A. Representatives

Sandy Cole
Eileen Collins

MINUTES OF THE
SPECIAL EDUCATION ADVISORY COMMITTEE
1997 05 21

Present: Mrs. Kappheim (Chairman), Trustees Bishop and Mulholland, Mesdames Savelli, Burns, Dalziel, Vlahovich, Innes, Kerr Jaskiewicz, Messrs. Bucsis and Shields.

Not Present: Trustees Patenaude and Stewart, Mesdames Batey, Bramberger, Collins, Simms-Obidi, Dr. Archer and Mr. Must.

Also Present: P. Hutchinson (Hamilton Teachers' Federation) and S. O'Brien (Hamilton Secondary School Principals' Council).

Officials Present: E. Bond (Superintendent of Program) and Dr. J. Tomlinson (Project Team Leader - Special Education).

Mrs. Kappheim called the meeting to order and noted regrets for not attending were received from Trustee Patenaude, Mesdames Bramberger, Collins, Batey and Dr. Archer.

Remarks

Chairman

Mrs. Kappheim reported the outcome of the meeting with members of the SEAC Committee from the Wentworth County Board of Education. It was a useful meeting and a lot of information was exchanged. SEAC will have input by the sub-committee of the EIC. It was felt that there is a need to continue to have these joint meetings with Wentworth County to improve communication.

Mrs. Kappheim then stated that there are 5 new SEAC members and some members have joined in the last year or two. A letter has been sent to the Parent Advisory Council (PAC) suggesting a SEAC orientation workshop. Mrs. Kappheim suggested the September meeting could be scheduled for this orientation. She looked for direction from the committee.

After further discussion, it was agreed that a second meeting would be scheduled in October for the SEAC Orientation. It was also agreed that the members of the SEAC Committee from the Wentworth County Board of Education would be invited to the orientation.

Dr. Tomlinson noted she will have the handbook and "blue" binders for the June meeting.

Mrs. Kappheim then distributed copies of the current SEAC flyer. She suggested that the flyer be made up of two sheets; one to show committee representation and a synopsis of each organization and the other to show current membership.

She asked that the members review this flyer and their own organization's outline. If the members have any changes or updates they can be brought back to the June meeting for revisions.

Mrs. Bishop also suggested that if this can be done in a compact version, it can be included in the school newsletters as has been done in the past.

The following issues were then brought up by Mrs. Kappheim:

▪The accessibility issue - correspondence is continuing and the Hamilton Board of Education Foundation will be approached regarding fundraising. Updated reports will come back to SEAC through P. Gillie, Superintendent - Administrative and Operational Services, who is in charge of looking at this issue.

▪Correspondence re SEAC participation on the Education Improvement Committee (EIC). The motion which went to the Board asking that SEAC have input on the local EIC was sent to the Directors of Education. It is hoped that this communication will be filtered down to SEAC committees of other Boards. Perhaps another motion should be made that requests SEAC input on the EIC and this should go to the SEAC Chairs as well as the EIC.

Miss Bond clarified that if the correspondence was sent to the Directors of Education in their positions as Secretary of the Board, the letter would go to the Trustees on the different SEAC committees from the Office of the Secretary of the Board.

Miss Bond stated she will look into this and report back.

Mr. Mulholland pointed out the first meeting regarding amalgamation has taken place with the Hamilton Board and Wentworth County Board of Education Trustees. This meeting involved setting agendas and timetables. The meetings will be held on Mondays and Thursdays from 10:00 a.m. to 3:00 p.m. and will be open to the public unless otherwise stated. They will include discussions on human resources, program, finance, etc. Sub-committees will be formed to provide information from teachers and support staff groups. Community involvement is encouraged. The process for implementation of amalgamation is to begin by January 1, 1998.

Mrs. Bishop further pointed out the three Trustees from Wentworth County are Bruce. Wallace, Kaye Patterson, and Reg Woodward and the Hamilton Board Trustees are Trustees Bishop, Mulholland and Cunningham. These Trustees represent the Local EIC that will report to the Provincial EIC.

Before the Project Team Leader gave her remarks, Miss Bond was pleased to announce that Dr. Janice Tomlinson has just been appointed as Interim Assistant Superintendent of Program. Congratulations were extended to Dr. Tomlinson by the SEAC members on her new appointment.

Project Team Leader (Interim Assistant Superintendent of Program)
Dr. Tomlinson informed the members that there are a number of students which very special needs entering the system in September. The Special Education Department will be looking at placements and resources for them in Junior/Senior Kindergarten and/or Special Education classes.

Dr. Tomlinson then announced that Shelagh Simpson who has been an integral part of the Program Department for a number of years has announced her retirement this year. Shelagh is going to be dearly missed and interviews for her position will be taking place soon.

Mrs. Bishop expressed her appreciation to Shelagh Simpson for her dedication and hard work on behalf of the Special Education students in the Hamilton system and more particularly for her contribution to this SEAC Committee. She suggested that the SEAC committee may want send a letter of thanks from the Chairman to Shelagh expressing grateful acknowledgement for her input to the SEAC Committee.

Miss Bond pointed out that the date of her retirement social is Thursday, June 19th from 4:00 to 7:00 p.m. and will be held at Dundurn Castle. This will be prior to the June Board meeting.

Superintendent of Program
Miss Bond informed the committee that she attended a meeting with the staff in the Policy Branch of the Ministry. They have received 22,000 replies to the Secondary School Reform Policy. Many people felt that the Reform did not address the needs of those special education students in the regular stream and that the policy did not go far enough to address these needs. The Policy Branch will be taking these concerns into account as changes are made.

Concerns were noted that Regulation 305 and criteria for identification have not yet been released from the Ministry of Education and Training.

Funding was also discussed at this meeting and although the funding for special education will remain the same this year, the structure of that funding may be changed to include separate categories including high cost needs. Timelines for consultation on this matter will be short.

Miss Bond then reported that the officials of both Boards met in April and will meet again in May to open dialogue and discussion regarding similarities and differences in program between the two

Boards. The SEAC committee may note there are more similarities than differences between the two Boards.

Before the Organizational Updates were given, Mrs. Kappheim noted "Agenda Planning" was not included on the agenda and this will be a standing item. If the members have any items they would like discussed at future meetings, they can advise the Chair during the break.

Organization Updates:
The following updates were provided:

Hamilton & District Society for Disabled Children
Miss Dalziel stated she received two phone calls regarding the article in the newspaper on the restructuring and possible closure of schools. The Parents were concerned that they had not been advised of any possible school closures and how this could affect their children. Miss Dalziel assured the parents if the Board did make a decision of this nature, the parents would certainly be notified.

Miss Bond clarified she spoke to the reporter who wrote the article and expressed concerns with the content of this article. The intent of this Board was to look at programs and program consolidation for students. This needs to be costed because this Board is a publicly funded system. The article was misleading when those scenarios were put together. The reporter assured Miss Bond that she was going to do a further write up to clarify the misrepresentation. The Committee is continuing to look at data knowing that program consolidation in some schools may have to take place.

Mrs. Bishop agreed with Miss Bond and reiterated there are no recommendations to close any schools. As Miss Bond has stated, the Board is collecting data and in some schools that have low enrolments, we may have to look at consolidating programs with the larger schools that can offer a better range of services.

The new school closure policy of the Hamilton Board specifically states a timeline of 6 months to close a school; therefore, nothing is going to happen quickly and when it does, it will be in terms of improving the education for students. We have to provide quality education and programs and the communities must be involved.

Hamilton & District Easter Seals Parent Delegate Group
Ms. Kerr Jaskiewicz announced the organization's 75th Anniversary and that a number of events have been taking place.

Of particular interest to the SEAC Committee may be that Sandra Dell and Tracey O'Dell from the Ministry of Education and Training attended a SEAC meeting at the Scarborough Board of Education. They presented the proposed Finance Reform, and spoke on the Amalgamation of Boards and restructuring within the Ministry of Education as well as other issues pertaining to Special Education.

Similar presentations can be made throughout the Province and SEAC representatives are being encouraged to share this information with their Boards and SEAC committees to take advantage of this opportunity and schedule Tracey Odell and Sandra Dell.

On Saturday June 21st, an Easter Seal Camp is being held in London and the focus will be on understanding the IPRC process and how to be an effective IPRC participant. The registration cost is $25.00 for the day which includes meals, materials, etc. If any member is interested in attending, please advise Ms. Kerr Jaskiewicz.

Mr. Shields suggested inviting Tracey O'Dell and Sandra Dell to the June SEAC meeting. Mr. Shields suggested having the June meeting of SEAC at the offices of the Association of Community Living which is accessible.
Miss Bond suggested that Norah Franklin, the Ministry's District Manager for our area, be invited to discuss funding and other Ministry initiatives.

Trustees
Mrs. Bishop distributed copies of her presentation which included an article on the establishment of a Professional Development Training Program from the National Educational Association of Disabled Students (NEADS) and a copy of a report on the "Background Information About Changes in the Hamilton Board of Education between 1991 and 1996-1997 focusing on average class sizes.

Mrs. Bishop then advised that the Student Services Model for Secondary Schools has been approved which is a way of putting together all special education support staff into one department who could now be headed by either Guidance Learning Resource teachers or Co-operative Education personnel. A copy of the report can be made available.

Learning Disabilities Association - Hamilton-Wentworth Chapter
Mr. Bucsis distributed copies of the SEAC Circular - May 1997 issue (copy on file in the Minute Room) and drew the members' attention to the issue of "Program funding for LD and ADHD students" on Page 3.

Hamilton Association for Community Living
Mr. Shields reported on the following:

▪The Ministry of Community and Social Services attempt to reshape services for children. Mr. Shields obtained a copy of the Ministry Handbook on these changes and noted this will have an impact on the local community.

Clearly anything that falls under investment support could be in jeopardy. An advisory panel will be created and people have been invited to the Advisory Panel. The association will be "scrambling" to have input into this. Mr. Shields will keep the committee up to date on any progress.

▪June 17 - General Meeting of the Association for Community Living. SEAC members are invited to attend the business meeting from 7:00 to 8:00 p.m. and the social barbecue after the meeting. Two young men that are riding their bicycles across Canada will be guest speakers.

▪When asked how the members can obtain a copy of the handbook, Mr. Shields stated he can have an unbound copy available to the Minute Room.

▪Discussions are taking place with parents on historical background of interventions and seeing how the intervention affected the outcome of the situation. Mr. Shields concluded he will bring back further reports on this issue.

Down Syndrome Association
Before giving her report, Mrs. Kappheim welcomed Ms. Innes, the new representative from the Downs Syndrome Association.

Ms. Innes reported the following:

▪The Downs Syndrome Association is holding its second annual golf tournament on June 14th to raise funds for the Speech Therapy Reimbursement Program.

▪As mentioned by Mr. Shields, a parent group is collecting raw data from parents, some of which are more positive than others. SEAC may want to become involved in the future in a proactive way much as Wentworth has with their video to let parents know the processes regarding special education.

Association of Bright Children:
Expressing her concerns with an upcoming new model for funding education in Ontario, Mrs. Kappheim encouraged the members to consider a motion that will ensure continued funding for students who are gifted or have learning disabilities particularly since there are rumours that a

funding model reflecting the "medicalized" Alberta model may be implemented, i.e. no funding for gifted or learning disabilities.

Moved by Miss Dalziel:

Whereas the Ontario Government will shortly be presenting a new model for the funding of education in Ontario and there have been numerous suggestions that there will be a return to a medical model for funding exceptional pupils and that such medical model is totally inappropriate in an educational setting

It is recommended:

(a) That the Special Education Advisory Committee of the Hamilton Board of Education request the Hamilton Board to endorse and forward on the following motion to the Minister of Education and Training:

That the only way to confirm the commitment of the Ministry of Education and Training to all exceptionalities, as defined in the Education Act, Section **8(3)**, is to ensure that funding is provided for all exceptional pupils which will make it possible for each Board to provide a range of placement options for each exceptionality.
CARRIED.

Mrs. Bishop suggested and obtained the members' agreement that this be sent with the Annual Review.

14th Annual Review of Provision of Special Education Programs and Services: A Report to the Minister of Education and Training.
Dr. Tomlinson reviewed the Annual Review, copies of which were presented to the members.

She asked that a slight revision be made to the second paragraph under clause (B) - Provision of Special Education Services. The change is to delete the second paragraph and amend it to read "While there has been no decrease in total numbers there has been more move in providing learning resource for total support."

Dr. Tomlinson asked if the members had any changes or additions to make to the report and Mrs. Kappheim did not see the changes or additions to the transportation issue in this review.
Miss Bond replied Appendix II covers this issue.

Miss Bond then presented the members with copies of an information sheet regarding the staffing of Special Education personnel.

Mrs. Bishop asked that clause (d) in the report under "Amendments to the Special Education Plan" be amended to reflect the "equivalent of 10 Educational Assistants" and not the "addition of". Miss Bond agreed to make this amendment.

Moved by Mr. Shields:

That this meeting extend beyond the hour of 9:00 p.m. **Carried**

Moved by Mrs. Bishop:

That the 14th Annual Review of Provision of Special Education Programs and Services: A Report to the Minister of Education and Training be approved, as amended. **CARRIED**

Mrs. Bishop wanted to ensure that the report reflected the membership changes to the SEAC Committee as well as other staff changes in the Special Education Department.

Dr. Tomlinson stated the Ministry has asked for a list of the resource support staff but it interesting to note that the number of special education teachers in special education classes are not included in their request and in essence there are a number of teachers not recognized for their service.

Mr. Mulholland felt these numbers should be reflected.

Moved by Mr. Shields:

That the recognition of the continuum and range of placement which includes special classes be included, in future years, in the Annual Review of Provision of Special Education Programs and Services: A report to the Ministry of Education and Training. **CARRIED**

Mr. Bucsis asked if the Annual Review for IPRC has been completed and Dr. Tomlinson replied no, but it may be included for next year's annual review.

Mrs. Kappheim noted this issue requires further discussion at a future meeting of this Committee.

The meeting then adjourned.

Read and confirmed,

_____

CHAIRMAN

jep

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

SPECIAL MEETING

1997 09 04

TO THE CHAIRMAN AND MEMBERS
SPECIAL EDUCATION ADVISORY COMMITTEE
(Mrs. Kappheim; Trustees Bishop, Patenaude, Stewart and Mulholland; Mesdames Batey, Bramberger, Burns, Dalziel, Innes, Kerr Jaskiewicz, Savelli, Simms-Obidi and Vlahovich; Dr. Archer; Messrs. Bucsis, Must and Shields.)

Ladies and Gentlemen:

A meeting of the Special Education Advisory Committee has been scheduled for **Wednesday, 1997 09 17 at 19:00 hours in the Lower Auditorium at the Education Centre.**

An Agenda is attached.

Your attendance is requested.

Yours truly,

M. Matier
Interim Director of Education
and Secretary

rt

Encl.

Notice sent to all Trustees and Representatives.

SPECIAL EDUCATION ADVISORY COMMITTEE
MEMBERSHIP 1996-1997

Chairman of S.E.A.C.
Kappheim, Arlene

Elected Officials of the Board
Bishop, Judith
Patenaude, Marie
Stewart, Robert
Mulholland, Ray

MEMBERS OF LOCAL ASSOCIATIONS/ORGANIZATIONS

Kappheim, Arlene
Association for Bright Children
H: 385-3839

Savelli, Arlene
Children & Adults with Attention Deficit Disorders
H: 574-0306

Burns, Linda
Hamilton Council for Home and School Associations
H: 547-2063

Dalziel, Nalda
Hamilton & District Society for Disabled Children
B: 521-2100 Ext 7416
H: 522-5413

Simms-Obidi, Theresa
Autism Ontario Ham-Went. Chapter
H: 545-9643

Innes, Lisa
Down Syndrome Association
H: 527-8455

Kerr Jaskiewicz, Vicky
Hamilton & District Easter Seals Parent Delegate Group
H: 383-4188

Bucsis, David
Learning Disabilities Association, H-W Chapt.
B: 546-3866

Cdn. National Institute for the Blind

Shields, Bryan
Hamilton Association for Community Living
B: 528-0281
H: 385-1485

ADDITIONAL MEMBERS OF S.E.A.C.:

Vlahovich, Charlotte
H-W Children's Aid Society
B: 522-1121 Ext. 241
H: 577-0222

Sandy Batey
H-W Communication Collective
H: 575 4259

Bramberger, Sue
H-W Home Care Program
B: 523-8600 Ext 360

Must, Thomas
Ontario Association for Families of Children with Communication Disorders
H: 529-7845

Archer, Linda Dr.
Ontario Psychological Association
B: 525-4192

COMMUNITY RESOURCE PERSON(S):

Chedoke-McMaster Hospitals
521-2100

BOARD OFFICIALS AND REPRESENTATIVES

Bond, Elizabeth
Superintendent. of Program
B: 527-5092 Ext 2502

Teodoro, Chit
Recording Secretary - Minute Room
527-5092 [Ext. 2273 / 2274]

Campanella, Carol
Interim Project Team Leader - Special Education
B: 527-5092 Ext. 2340

Hutchinson, Pat
Ham Teachers' Fed.

Hipkiss, Eric
Ham Principals' Assoc

O'Brien, Susan
Ham Sec School Principals' Council

A G E N D A
SPECIAL EDUCATION ADVISORY COMMITTEE
1997 09 17

Location: Lower Auditorium

Confirmation of the minutes of the 1996 11 20, 1997 02 19 and 1997 06 18 meetings.

7:00 - 7:15 p.m. Remarks - Chairman
- Interim Project Team Leader - Special Education
- Superintendent of Program

GENERAL

7:15 - 7:30 p.m.	Presentation: Hamilton-Wentworth Communication Collective	S. Batey
7:30 - 8:00 p.m.	Organizational Updates	Members
8:00 - 8:10 p.m.	BREAK	
8:10 - 8:25 p.m.	Annual Review/IPRC Process [Deferred at the June meeting] **	C. Campanella
8:25 - 8:35 p.m.	Guidelines for Special Class Relocation	A. Kappheim
8:35 - 8:45 p.m.	Update: Amalgamation, Local Education Improvement Committee (LEIC) -- Education Sub-committee	J. Bishop//E. Bond
8:45 - 9:00 p.m.	Agenda Planning	Members

****Members are requested to bring their copy of this Report [attached to the 1997 06 18 SEAC Agenda] to the meeting.**

IF YOU ARE UNABLE TO ATTEND, PLEASE CONTACT THE MINUTE ROOM AS EARLY AS POSSIBLE - 527-5092 EXT. 2273/2274

- - - - - - - - - - - - - - - - - - -

[A SPECIAL MEETING OF SEAC HAS BEEN SCHEDULED FOR WEDNESDAY, OCTOBER 1, 1997 AT 19:00 HOURS.]

NEXT REGULAR MEETING: WEDNESDAY, OCTOBER 15, 1997

SPECIAL EDUCATION ADVISORY COMMITTEE
MEMBERSHIP 1996-1997

Chairman of S.E.A.C.
Kappheim, Arlene

Elected Officials of the Board
Bishop, Judith
Patenaude, Marie
Stewart, Robert
Mulholland, Ray

MEMBERS OF LOCAL ASSOCIATIONS/ORGANIZATIONS

Kappheim, Arlene
Association for Bright Children
H: 385-3839

Savelli, Arlene
Children & Adults with Attention Deficit Disorders
H: 574-0306

Burns, Linda
Hamilton Council for Home and School Associations
H: 547-2063

Dalziel, Nalda
Hamilton & District Society for Disabled Children
B: 521-2100 Ext 7416
H: 522-5413

Simms-Obidi, Theresa
Autism Ontario Ham-Went. Chapter
H: 545-9643

Innes, Lisa
Down Syndrome Association
H: 527-8455

Kerr Jaskiewicz, Vicky
Hamilton & District Easter Seals Parent Delegate Group
H: 383-4188

Bucsis, David
Learning Disabilities Association, H-W Chapt.
B: 546-3866

Cdn. National Institute for the Blind

Shields, Bryan
Hamilton Association for Community Living
B: 528-0281
H: 385-1485

ADDITIONAL MEMBERS OF S.E.A.C.:

Vlahovich, Charlotte
H-W Children's Aid Society
B: 522-1121 Ext. 241
H: 577-0222

Must, Thomas
Ontario Association for Families of Children with Communication Disorders
H: 529-7845

Sandy Batey
H-W Communication Collective
H: 575 4259

Archer, Linda Dr.
Ontario Psychological Association
B: 525-4192

Bramberger, Sue
H-W Home Care Program
B: 523-8600 Ext 360

COMMUNITY RESOURCE PERSON(S):

Chedoke-McMaster Hospitals
521-2100

BOARD OFFICIALS AND REPRESENTATIVES

Bond, Elizabeth
Superintendent. of Program
B: 527-5092 Ext 2502

Campanella, Carol
Interim Project Team Leader - Special Education
B: 527-5092 Ext. 2340

Hutchinson, Pat
Ham Teachers' Fed.

Hipkiss, Eric
Ham Principals' Assoc

Teodoro, Chit
Recording Secretary - Minute Room
527-5092 [Ext. 2273 / 2274]

O'Brien, Susan
Ham Sec School Principals' Council

A G E N D A
SPECIAL EDUCATION ADVISORY COMMITTEE
1997 09 17

Location: Lower Auditorium

Confirmation of the minutes of the 1996 11 20, 1997 02 19 and 1997 06 18 meetings.

7:00 - 7:15 p.m. Remarks - Chairman
- Interim Project Team Leader - Special Education
- Superintendent of Program

GENERAL

7:15 - 7:30 p.m.	Presentation: Hamilton-Wentworth Communication Collective	S. Batey
7:30 - 8:00 p.m.	Organizational Updates	Members
8:00 - 8:10 p.m.	BREAK	
8:10 - 8:25 p.m.	Annual Review/IPRC Process [Deferred at the June meeting] **	C. Campanella
8:25 - 8:35 p.m.	Guidelines for Special Class Relocation	A. Kappheim
8:35 - 8:45 p.m.	Update: Amalgamation, Local Education Improvement Committee (LEIC) -- Education Sub-committee	J. Bishop//E. Bond
8:45 - 9:00 p.m.	Agenda Planning	Members

****Members are requested to bring their copy of this Report [attached to the 1997 06 18 SEAC Agenda] to the meeting.**

IF YOU ARE UNABLE TO ATTEND, PLEASE CONTACT THE MINUTE ROOM AS EARLY AS POSSIBLE - 527-5092 EXT. 2273/2274

- - - - - - - - - - - - - - - - - - -

[A SPECIAL MEETING OF SEAC HAS BEEN SCHEDULED FOR WEDNESDAY, OCTOBER 1, 1997 AT 19:00 HOURS.]

NEXT REGULAR MEETING: WEDNESDAY, OCTOBER 15, 1997

REVIEW OF SEAC AGENDA ITEMS - 1996/97

AGENDA ITEMS - REQUESTED	PRESENTATION DATE
Amalgamation	- Regular monthly agenda item
Special Education Programs - Evaluation of Special Classes	- February 1997 (D.Vella/C.Wilkinson)
Educational Assistants - EA in-service & support - guidelines fordeployment - effect of decreased E.A. hours on students - guidelines for reducing hr - bumping process	- March 1997 (Sylvia Scarrow)
Behaviour concerns - review of suspensions - review of reporting method - annual report including application of Restraint Policy	
Accessibility - implementation (refer to report) - communication to schools - operating & fire procedures - tracking transitional students - Plant Dept. actions eg. ramps,etc. - categories of schools (A - D) - M.E.T. funding	
Parents' Handbook - SEAC (A.K. / J.B.)	
SEAC Handbook / HBE (A.K. / J.B. / N.D. / S.B.) - awaiting changes to Reg. 305	
Learning Centres - in school development	
Life Skills - curriculum	
Vocational - education update - life skills presentation - work transition	
Peer Tutor	- not felt to be applicable
In-service Guide (Feb-May 1997)	- received May/97

AGENDA ITEMS - ADDITIONAL	PRESENTATION DATE
Staffing Formula for Spec. Ed. (non-EA)	April 1997
Transportation Report - Daryl Sage	March 1997

A.Kappheim
June/97

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

SPECIAL MEETING

1997 10 02

TO THE CHAIRMAN AND MEMBERS
SPECIAL EDUCATION ADVISORY COMMITTEE
(Mrs. Kappheim; Trustees Bishop, Patenaude, Stewart and Mulholland; Mesdames Batey, Bramberger, Burns, Dalziel, Innes, Kerr Jaskiewicz, Savelli, Simms-Obidi and Vlahovich; Dr. Archer; Messrs. Bucsis, Must and Shields.)

Ladies and Gentlemen:

A meeting of the Special Education Advisory Committee has been scheduled for **Wednesday, 1997 10 15 at 19:00 hours in the Lower Auditorium at the Education Centre.**

An Agenda is attached.

Your attendance is requested.

Yours truly,

M. Matier
Interim Director of Education
and Secretary

rt

Encl.

Notice sent to all Trustees and Representatives.

SPECIAL EDUCATION ADVISORY COMMITTEE
MEMBERSHIP 1997-1998

Chairman of S.E.A.C.
Kappheim, Arlene

Elected Officials of the Board
Bishop, Judith
Stewart, Robert
Patenaude, Marie
Mulholland, Ray

MEMBERS OF LOCAL ASSOCIATIONS/ORGANIZATIONS

Kappheim, Arlene
Association for Bright Children
H: 385-3839

Savelli, Arlene
Children & Adults with Attention Deficit Disorders
H: 574-0306

Burns, Linda
Hamilton Council for Home and School Associations
H: 547-2063

Dalziel, Nalda
Hamilton & District Society for Disabled Children
B: 521-2100 Ext 7416
H: 522-5413

Simms-Obidi, Theresa
Autism Ontario Ham-Went. Chapter
H: 545-9643

Innes, Lisa
Down Syndrome Association
H: 527-8455

Kerr Jaskiewicz, Vicky
Hamilton & District Easter Seals Parent Delegate Group
H: 383-4188

Bucsis, David
Learning Disabilities Association, H-W Chapt.
B: 546-3866

Cdn. National Institute for the Blind

Shields, Bryan
Hamilton Association for Community Living
B: 528-0281
H: 385-1485

ADDITIONAL MEMBERS OF S.E.A.C.:

Vlahovich, Charlotte
H-W Children's Aid Society
B: 522-1121 Ext. 241
H: 577-0222

Sandy Batey
H-W Communication Collective
H: 575 4259

Bramberger, Sue
Community Care Access Centre
B: 523-8600 Ext 360

Must, Thomas
Ontario Association for Families of Children with Communication Disorders
H: 529-7845

Archer, Linda Dr.
Ontario Psychological Association
B: 525-4192

COMMUNITY RESOURCE PERSON(S):

Chedoke-McMaster Hospitals
521-2100

BOARD OFFICIALS AND REPRESENTATIVES

Bond, Elizabeth
Superintendent. of Program
B: 527-5092 Ext 2502

Campanella, Carol
Interim Project Team Leader - Special Education
B: 527-5092 Ext. 2340

Hutchinson, Pat
Hamilton Teachers' Fed.

Hipkiss, Eric
Hamilton Principals' Assoc.

Teodoro, Chit
Recording Secretary - Minute Room
527-5092 [Ext. 2273 / 2274]

Dube, Suzanne
Hamilton Secondary School Principals' Council

A G E N D A
SPECIAL EDUCATION ADVISORY COMMITTEE
1997 10 15

Location: Lower Auditorium

Confirmation of the minutes of the 1997 09 17 meeting.

7:00 - 7:15 p.m. Remarks
- Chairman
- Interim Project Team Leader - Special Education
- Superintendent of Program

GENERAL

7:15 - 7:30 p.m.	Presentation: Ontario Psychological Association	Dr. L. Archer
7:30 - 8:00 p.m.	Organizational Updates	Members
8:00 - 8:10 p.m.	BREAK	
8:10 - 8:20 p.m.	Annual Review/IPRC Process [Questions/Answers]	C. Campanella
8:20 - 8:50 p.m.	Update on Amalgamation	J. Bishop/E. Bond
8:50 - 9:00 p.m.	Agenda Planning	Members

IF YOU ARE UNABLE TO ATTEND, PLEASE CONTACT THE MINUTE ROOM AS EARLY AS POSSIBLE - 527-5092 EXT. 2273/2274

- - - - - - - - - - - - - - - - - - -

NEXT REGULAR MEETING: WEDNESDAY, NOVEMBER 19, 1997